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AUTHOR Huth, Les

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ABSTRACT

Wartburg College (Iowa) and Waterloo (Iowa) Public Schools have cooperated to implement a teacher preparation program designed specifically for minority Teacher Associates who are employed in the Waterloo Schools and to enhance the diversity training of all graduates of the Wartburg teacher education program. The program was initiated and developed through a democratic process and the growing knowledge that there was a significant need to increase the number of minority teachers employed by the Waterloo Schools and to increase the emphasis on and experiences in culturally diverse settings. The following program components were developed: (1) a one week Inner City Field Experience in New York City schools; (2) a Native American Field Experience at the Rosebud Native American School in South Dakota; (3) a partnership with Longfellow Elementary School in Waterloo (Iowa) which has a 50 percent African American population; (4) a satellite campus in Denver (Colorado) established as a student teaching site for 10 percent of student teachers; (5) requirement that all graduates must have at least 25 hours of culturally or ethnically diverse experience; (6) a pilot field experience at a Denver (Colorado) school with significant Latino enrollment; and (7) the Waterloo (Iowa) Teacher Preparation Project designed to provide positive role models for students in the schools by targeting Teacher's Associates, mainly minority, in the Waterloo school district. The structure of this project is as follows: two courses scheduled during fall and winter terms after school hours; four courses during the summer; completion of all courses required for a B.A. from Wartburg College and a teaching license within a 4.5 year period. (JB)

ED 386 442

WATERLOO SCHOOLS AND WARTBURG COLLEGE: A COOPERATIVE VENTURE TO INCREASE THE MINORITY TEACHING CANDIDATES IN WATERLOO, IOWA

by

Dr. Les Huth

Wartburg College

SP 036 193

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ABSTRACT

Submitted by Dr. Les Huth, Wartburg College

OVERVIEW

This presentation will describe how Wartburg College and the Waterloo Iowa Public Schools have cooperated to initiate a Teacher Preparation Program designed specifically for minority Teacher Associates who are employed in the Waterloo Schools. It will also describe the emphasis Wartburg College has placed on understanding ethnicity, race and all aspects of diversity through a variety of culturally diverse field and clinical experiences as well as other special efforts.

The focus of the conference is democracy and professional education. This effort by Wartburg College was initiated and developed through a democratic process. It was obvious to everyone associated with the Waterloo Schools that there was a significant need to increase the number of minority teachers employed by the school. Since 1970 the district had pledged to increase the per cent of minority teachers to a level which was equal to the percentage distribution of the student enrollment. Today that figure stands at 27% of the students and only 6% of the teachers. As stated by the Alliance of Leader for Minority Teachers in their booklet which outlines strategies for recruiting minority teachers--"The United States cannot have a functioning democracy without respect for and involvement of all of its citizens. It cannot afford to be class-oriented, while other countries move toward a more democratic way of life. To do so would be to deny the contributions of many American citizens and an even greater number of the world's citizens." (ECS-90)

SPECIAL INITIATIVES

In 1986 the Wartburg College Teacher Preparation Program began an initiative to increase the emphasis on and experiences in culturally diverse settings. It was obvious to the faculty that students who completed the Teacher Preparation Program were not equipped to respond to the ethnic and cultural diversity that they often encountered in their

SP 036/93

first year teaching assignments. As James Banks stated "most graduates of typical teacher-education programs know little about the cultural traits, behaviors, values and attitudes different ethnic minority group bring to the classroom and how they affect the ways these students act and react to instructional situations". In addition, the department and unit unequivocably believes that teachers in schools which are dominated by majority students, must be able to convey the importance of cultural diversity to all students. As a result of this philosophy and belief, these projects or policies have evolved:

1. Established a one week Inner City Field Experience in the New York City Schools including:
    a. Public School #155 in East Harlem, K-6.
    b. Public School #199 West Manhattan, K-6
    c. Laguardia School for the Performing Arts, 9-12.
    d. Manhattan Center for Science and Math, East Harlem, 9-12.
    e. Seward Park High School, lower Manhattan, 9-12.
    f. Martin Luther King High School, central Manhattan, 9-12
    g. Central Park East, central Manhattan, 5-8

2. Established a Native American Field Experience at the Rosebud Native American school in South Dakota.

3. Established Partnerships in Education with Longfellow Elementary School in Waterloo, IA. Longfellow is located 22 miles from our campus and has a 50% African-American enrollment.

4. Through a satellite campus in Denver, Colorado (Wartburg West), we have established a student teaching site for 10% of our student teachers. All student teachers are assigned to the Denver Public Schools.

5. Beginning with the entering freshmen in the fall of 1992, all Teacher Education graduates must have a minimum of a 25 hour culturally or ethnically diverse experience--field experience or cultural immersions experiences through their general education program.

6. In May Term of 1995, we will pilot study a one week May Term Field Experience in Denver, Colorado at a school site with a significant Latino enrollment. This will be designed to encourage students to

consider the Wartburg West program for their site to student teach.

7. Established the Waterloo Teacher Preparation Project which was designed to provide positive role models for the students in the schools. To accomplish this purpose it targets Teacher's Associates in the Waterloo School District.

THE WATERLOO TEACHER PREPARATION PROJECT INITIATIVE

Background

Wartburg College, the University of Northern Iowa and the Waterloo Community Schools held several meetings to determine strategies for encouraging minority teaching candidates from the Waterloo community to enter the teaching profession and make a commitment to teach in the school system. Wartburg has four full tuition minority scholarships for Waterloo students and the University of Northern Iowa has the Minorities in Teaching Project (a state-wide program designed to encourage minority students in grades 4-12 to consider the teaching profession) but we believed a program which could provide a more immediate impact was needed in the Waterloo Community Schools. The critical need was providing minority teachers as role models and teachers in Waterloo and possibly the surrounding area.

Vision of the Program

The Mission Statement of Wartburg College and the Teacher Education Program address our commitment to this project. The Wartburg College Mission is "To challenge and nurture students for lives of leadership and service as a spirited expression of their faith and learning." The Mission of the Teacher Preparation Unit at Wartburg is "To develop the talents and abilities of students to become effective and reflective teachers in lives of professional service and leadership as an expression of their faith and learning." It is in this spirit that the Waterloo Teacher Preparation Project was developed.

The individuals who designed the program believed strongly that this project was a natural outgrowth of the mission of the college and the unit. The vision for this program is that it should be culturally specific in providing educational opportunities for minority students from Waterloo

to complete the Teacher Preparation Program offered by Wartburg College. We believed that a focus on teachers' aides who have already selected the school setting as their work place, have the commitment and insight for becoming quality teachers.

GOALS

The Goals of the Waterloo Teacher Preparation Project are:

1. Establish a quality teacher preparation program for minority teaching candidates.

2. Design a program which would allow Teacher's Associates and other qualified candidates to complete the Teacher Preparation Program in five years or less.

3. To **provide free tuition and books** for the candidates to complete the program.

4. To provide academic support in areas where candidates may experience difficulty.

5. To utilize the current qualified minority teachers and administrators from the Waterloo Schools to serve as support faculty for the program.

6. To provide Wartburg students and faculty with experience and models for teaching in a culturally diverse setting.

7. To enroll 20-25 (we received 45 applications) candidates in the fall of 1994 and graduate 15-20 teaching candidates by 1999 who would be applicants and accept positions, if offered, in the Waterloo Public Schools.

Project Design

The schedule for courses is designed to meet the schedule of the individuals in the project who remain employees of the Waterloo Community Schools. A brief outline of the structure of the project is as follows:

1. Two courses are scheduled during the fall and winter term in the evening or immediately after school hours These courses are scheduled in the Waterloo Community School buildings.

2. Four courses will be scheduled during the summer on the Wartburg campus. The structure of the program assumes that the participants can become full time students during the summer months.

3. The design of the program is to complete all courses required for a BA from Wartburg College and a teaching license within a four and one-half year period of time.

This plan was not designed as an extension program nor is it designed as a profit making vehicle for the institutions, instructors or administrators of the plan. It is designed to serve. There will be teachers who will also serve as counselors to provide participating students with two hours of counseling one evening per week in a setting where there will also be educators in specified areas for academic help.

Participant Selection

1. Candidates for the project were nominated by administrators and teachers in the Waterloo Schools. The target population was minority Teacher Aides in the Waterloo Community School District.

2. Criteria for selection were the standard criteria for admission to Wartburg College as well as strong interpersonal and intrapersonal skills, and the disposition to complete a long term project.

3. Selection were made by a committee with representative of the Waterloo Schools administration and teachers, Wartburg College faculty and administration as well as the project administrator and advisor.

4. While the core of courses taught would meet, the Wartburg Plan, Education Core and Elementary Education Major requirements, there were provisions for meeting 7-12 major requirements through course work during the summer or arranged for at UNI or Wartburg.

5. All minority candidates who meet the Project requirements received free tuition and books for all course work required.

6. To remain on scholarship, all candidates must demonstrate progress which indicates they will complete the program and meet all of the requirements of Wartburg's Teacher Preparation Program.

Administration of the Project

This project is directed by Les Huth, Education Department of Wartburg College as a part of his service contribution to Wartburg College. The director is responsible for outlining the sequence of courses, seeking approval through the Educational Policy Council (EPC) and the Dean of the Faculty or designee and obtaining the faculty to teach the courses required for licensing as well as those required in the Wartburg Plan. Participants in the program are encouraged to request experiential credit as well as transfer credit for any prior college level courses completed. All scheduling, staffing and sequencing of courses would be with the approval of the Dean or Associate Dean of the Faculty.

Conclusions

There is a significant need for positive minority role models in the Waterloo Community Schools and the surrounding area. Wartburg College and the University of Northern Iowa have a strong desire to prepare candidates who can fill this need. This project is designed to deliver the program to the participants in a manner that will enable the target population, Teacher's Aides in the Waterloo School, to maintain their current positions and still complete the program in a reasonable amount of time.

OUTCOMES ACCOMPLISHED RELATED TO ALL INITIATIVES

Outcomes which have resulted from this emphasis on cultural diversity in the Teacher Preparation Program and through the inmplementation of the Waterloo Teachers Project:

1. All students complete a culturally diverse experience.

2. Seven percent (5 of 75) of our 1995 graduates will have a diverse ethnic background compared to 0-1% 1986-90

3. For the 1994-95 Academic Year, 12% (44 of 370) of the students in the Teacher Preparation Program have a diverse ethnic background.

4. One of the six Education Department Faculty and two of the sixteen Education Unit members has a diverse ethnic background in addition to the adjunct faculty who will be part of the Waterloo Teacher's Project. In 1986 there were none.

5. All of the experiences described above are an outcome of this focus which was initiated in 1986-87.

6. Our follow up survey question related to understanding cultural diversity receives one of the highest ratings of the concepts emphasized in our Teacher Preparation Model.

7. The Education Department and Unit has played a major role in developing Wartburg's Strategic Plan which strongly supports multicultural and global experience for the faculty and students--Endowed Chair in Global Multicultural Studies, $20,000 per year to support experiences for faculty, etc.

While we believe these outcomes indicate we have made significant progress, we also recognize that they are only the initial stages of developing a program which prepares teachers who can respond to the diverse needs of our society. We are aware that to maintain our focus we must not only create initiatives but must also provide the support necessary to assure the continued success of these initiatives. We look forward to this challenge.

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